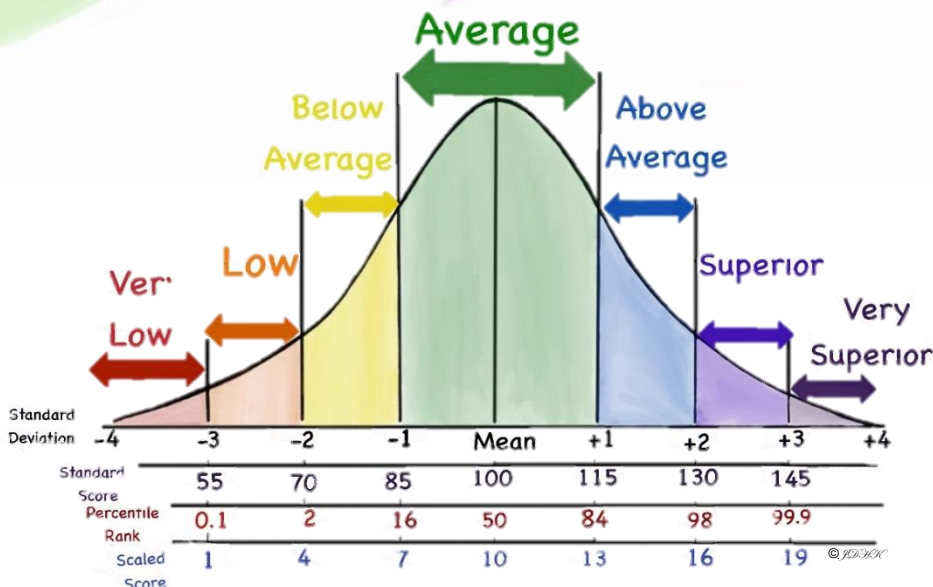


# IDEAL Technical Assistance

## INTERPRETATION OF PERFORMANCE



The bell curve above allows examiners to compare the child's performance against children of the same age by taking the raw scores and translating them into **standard** or **scaled** scores and **percentiles**. **Deaf/hard of hearing children** are a diverse group, however, expectations should include similar progress to same-age peers, regardless of hearing levels.

### Keep in mind:

- A single score within normal limits does not necessarily mean the child is performing within expectations for all areas of language.
- Best practices requires the use of multiple measures, which could include the verbal comprehension component from an intellectual assessment in comparison to their nonverbal or language reduced reasoning abilities when needing additional information regarding significant delays.
- The assessment process is more than a quantitative analysis of a single test score, overall or subtest; it should include qualitative information.

### Standardized test results alone **cannot**:

- Tell how the child functions independently in the community, educational setting, or with peers.
- Indicate if communication problems may affect his/her quality of life and participation.
- Answer all parent concerns.
- Provide valuable information that can be gained through informal observations.